INFLUENCE OF INSTRUCTIONAL SUPERVISION PRACTICES OF HEADTEACHERS ON STUDENTS’ ACADEMIC OUTCOMES IN PUBLIC DAY SECONDARY SCHOOLS IN KIRINYAGA COUNTY, KENYA

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY

OCTOBER, 2018
DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for certification. This research project has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works – including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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Supervisor’s Declaration

I confirm that the work reported in this project was carried out by the candidate under my supervision as University Supervisor.

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DEDICATION

This work is dedicated to the Almighty God for enabling me through His favour, to soldier on. I would also wish to dedicate this work to my husband, parents and children for their unconditional support as I undertook the course.
ACKNOWLEDGEMENT

This research project would not have been possible without the input of various people whom I am obliged to acknowledge. First, I would like to give much gratitude to the Almighty God who has ensured that I am of good health during the entire period of the project preparation. Secondly, I acknowledge my supervisor Dr. Daniel Mange who has tirelessly and unconditionally offered me his guidance anytime to ensure that I produce quality work. I also acknowledge the Kenyatta University management fraternity as well as the Department of Educational Management, Policy and Curriculum Studies for giving me an opportunity to study at this prestigious university and availing all the necessary resources to facilitate my academic work. In addition, I thank my colleagues and friends who have offered me their encouragement and support during this proposal development period. Lastly, I would like to thank my family for having been patient with me for the period that I have been away, spending more time in the library while preparing this proposal. To any other person who may have directly or indirectly contributed to the preparation of this proposal, thank you all. God bless you.
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ABBREVIATIONS AND ACRONYMS

APA: American Psychological Association
KCPE: Kenya Certificate of Primary Examination
KCSE: Kenya Certificate of Secondary Examination
MoE: Ministry of Education
NACOSTI: National Commission for Science, Technology and Innovation
SPSS: Statistical Package for Social Sciences
TSC: Teachers Service Commission
USA: United States of America
ABSTRACT

Instructional supervision is a practice that is entrenched in educational systems globally. Instruction has to be supervised in order to achieve the desired purpose. Unsupervised instruction has the potential to mar the standard of education as well as the student outcome in performance. The purpose of this study was to investigate the influence of instructional supervision practices of head teachers on students’ academic outcomes in public day secondary schools in Kirinyaga Central Sub-County, Kirinyaga County. The objectives of the study were to: find out the instructional supervision practices applied by the head teachers; assess the effectiveness of instructional supervision practices employed by head teachers; establish the influence of head teachers’ instructional supervision practices on students’ outcome and to determine the challenges faced by head teachers in conducting instructional supervision practices in public day secondary schools in Kirinyaga Central Sub-County, Kirinyaga County. The study may be significant to education policy holders as it provides vital information that may be utilized with the intention of ensuring improvement of instructional supervision in public secondary schools. Collegial model formed the theoretical framework of this study. The study adopted a descriptive research design. The total target population of the study was 72 consisting of 24 head teachers, 24 deputy head teachers and 24 senior teachers in the 24 public day secondary schools in Kirinyaga Central Sub-County Secondary Schools. A census approach was used to select all the 72 (24 head teachers, 24 deputy head teachers and 24 senior teachers) respondents for the study. The study adopted the use of questionnaire as the data collection instrument. Test-retest technique was carried out to obtain the Cronbach’s coefficient alpha for reliability test which was found to be a coefficient alpha of 0.78. Instrument validity was achieved through review of the instrument by the researcher’s supervisor whose suggestions and comments were included in the final instrument. Pilot study was done in 3 different schools that were not part of the study. Qualitative and quantitative techniques were used in the data analysis. Quantitative data were analyzed using descriptive statistics with the aid of SPSS and the findings presented using frequency tables, bar graphs and pie charts while qualitative data were analyzed using content analysis and findings presented in a narrative form. The study found that checking and ensuring the preparation of the schemes of work and checking the preparation and use of lesson plans were the most common instructional supervision practices whereas classroom visitation during lesson progress was rarely practised. The study also found that holding model teaching sessions and organizing programmes which cater for individual teacher differences were the most effective practices of instructional supervision. It was also revealed that the practice of observing teachers in class as they teach had the least influence on performance. The study recommends that the MoE and TSC should jointly come up with a programme to educate and train the teachers on the need and importance of instructional supervision. Secondly the study recommends that The Teachers Service Commission should organize for an in-service course on leadership approaches meant for instructional supervisors so that they know the best leadership approach to apply under which circumstances.
CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background of the study, statement of the problem, the purpose of the study and objectives of the study. Also presented are the research questions that the study seeks to answer, the significance of the study, the limitations and delimitations of the study. In addition, the chapter presents the assumptions that the study was based on, the theoretical framework and a conceptual framework. Finally, the chapter presents the definitions of key terms as used in this study.

1.2 Background to the Study

Education has been edged upon as being the best tool for national reforms in the socio-economic and political arena in any country (Machingambi, 2014). Globally, the governments of various countries on a continuous basis are aimed at funding schools to ensure that they have instructional materials and teaching personnel besides providing an environment that is conducive to both the leaner and the teacher (Glickman, 2010). Some countries, including Kenya, have introduced subsidies to ensure that there is a high enrolment rate in schools (Asyango, 2005). Despite the investments and high enrolments in education, it has to be accompanied by the provision of an effective instruction (Elacqua, 2016). Concerns always arise when the expectations of the stakeholders are not met regarding the school performance and student academic outcomes.
Effectively providing education requires an educational system that is reliable. In the context of educational system, reliability is solely enhanced through practices of supervision conducted by the head teacher or other school administrators (Peretomode, 2004). According to Peretomode (2004), supervision is categorized into two: personnel and instructional supervision. Instructional supervision is defined by Archibong (2010) as “a set of activities which are carried out with the purpose of making the teaching and learning purpose better for the learner”. On the other hand, personnel supervision involves “the set of activities which are carried out by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff in the school towards performing their duties optimally in terms of the achievement of the stated aims and objectives and objectives of the education system” (Archibong, 2010). This study was, however, confined to the instructional supervision.

In the Nigerian set up, instructional supervision is conceived as “the process of enhancing the professional growth of the teachers, the curriculum and improving the techniques of teaching in the classroom through democratic interactions between the teacher and the supervisor” (Okendu, 2012). In the current era, instructional supervision focuses on the betterment of teaching-learning situation for the benefit of both learners and teachers. In addition, it helps identify areas of weaknesses and strengths among the teachers as well as follow-up activities that ought to be directed in improving the pinpointed areas of weakness (Nakpodia, 2006). The unique space that instructional supervision occupies in the educational system makes it absolutely necessary to grant it the prominent attention it deserves.
According to Olembo, Wanga, & Karagu (1992), instructional supervision encompasses all efforts of the concerned school officials in providing leadership to teachers as well as other relevant educational workers geared towards the improvement of instruction. The purpose of instructional supervision is to ensure achievement of acceptable expectations from educational system (Wanzare & Da Costa, 2001). An inclusive instructional supervision entails stimulating teachers’ professional growth and development, selection and review of educational objectives, instructional materials and teaching methods. Instructional supervision is a school administrative strategy designed to stimulate educators towards productivity and greater pedagogic effectiveness (Okumbe, 2006).

Tyagi (2010) in India notes that academic supervision has helped improve the process of teaching and learning as well as the professional development of the teachers. The government and the schools in India place much emphasis on provision of instructional supervision for the teachers. In the United States of America (USA), the government developed standards for instructional supervision that are meant to enhance teaching and learning (Gordon, 2005). The school officials have to submit termly reports of their instructional supervision practices. This demonstrates how thorough this exercise is taken in the US. In Uganda, Byabagambi (2007) emphasizes the impact of instructional supervision on teachers’ professional practices and learning outcomes among students. This is an endeavor that the government has invested in Uganda. The importance of instructional supervision is not only seen in Kenya but also other countries such as Zimbabwe, Ethiopia, Alberta and Botswana (Kamindo, 2008; Kassahun, 2014; Tshabalala, 2007; Tunison, 2001). This is a demonstration that instructional supervision is practiced globally.
Instructional supervision in Kenyan schools has continuously received special attention due to its unique space in the education system (Olembo et al., 1992). Head teachers as school managers play the leading role in instructional supervision. The head teachers have therefore to act as instructional leaders and be able to carry out such functions as quality control, instructional management and support and teacher evaluation. The focus on instructional supervision in a school is engineered to ensure improvement of teaching and learning for both teachers and learners (Olembo et al., 1992). Basically, instructional supervision is concerned with assisting and supporting teachers to improve instructions through the transition of their behavior. Instructional supervision is more than inspection.

According to Kinyua (2010), headteachers should undergo in-service courses in order to executed their duties as expected. As part of their duties, the headteachers ought to carry out among other duties, practices of instructional supervision including checking, approving and consenting the use of lesson plans and schemes of work prepared by the teachers, ensure the marking, correction as well as checking the learners’ notebooks. In addition, the headteachers as part of their instructional supervisory practices have to make classroom visits to observe teaching-learning practices employed by the teachers and hold periodic academic staff conferences on educational standards. Furthermore, the headteachers have to make available to the teachers the teaching and learning resources that are necessary.

An instructional supervision programme that is well managed is often reflected through the behavior of the teachers (Wanzare, 2012). Despite the importance of instructional supervision, several challenges are being encountered as impediments
to the achievement of educational goals. Such challenges that frustrate practices of instructional supervision in Kenya relate to lack of resources, questionable supervisor practices and lack of consistency (Wanzare, 2012). These challenges ultimately affect the quality of teaching and learning in schools as well as student outcomes in examinations. The manifestation of the challenges on practices of instructional supervision could be among other reasons the cause for the inconsistency performance of secondary schools. It has to be noted that teacher quality is a significant factor that is associated with quality of education and hence the need for instructional supervision (Sergiovanni, 2001).

The importance of improving teaching and learning quality through practices of instructional supervision is appropriately documented. For instance, Sergiovanni (2001) asserts that the supervision of teachers should enable them to grow as well as improve their basic teaching skills. Wachira (2012) posits that there is need to bridge the gap in terms of performance between the private and public schools. Wachira (2012) notes that public primary schools have had pupils who proceed to their secondary education without the numeracy and reading skills, an issue that is connected with their performance. Wachira (2012) attributes this situation to poor and or lack of instructional supervision practices among other reasons. This could perhaps imply that the poor and or lack of instructional supervision practices could be contributing to the performance of students as they numeracy and reading skills that are wanting.

Investment inputs on the instructional programme from the government and other educational stakeholders have been increasing over the years (Wachira, 2012). The
returns of these investments have however remained poor particularly in the secondary schools. This is manifested from the fact that despite the high investments in the instructional programme, the rate of transition from secondary learning institutions to institutions of higher learning has remained relatively low at 36% (Kinuthia, 2009). According to the government’s vision 2030 flagship project, it aims to make the transition from secondary schools to institutions of higher learning hit the 70% level (Lynn & Orodho, 2014). The pace of transition however remains low and unless the educational undergoes some changes, the educational goals remain unattainable to achieve. The heart of academic excellence rests with the school administration and the instructional supervision practices adopted in the schools (Olembo, 1982).

The slow pace of transition brought about by the non-achievement of the minimum university entry qualifications could be attributed to instructional supervision practices. For instance, in Kirinyaga Central Sub-County, only 28% and 29% of KCSE graduates managed to obtain grades to join public universities under the government sponsorship in the years 2014 and 2015 respectively (Ndung’u, 2015). For public day secondary schools however, only 8% and 10% managed to join public universities under the government sponsorship in both years respectively (Ndung’u, 2015). This is a clear indicator that the national examination performance of public day secondary schools in Kirinyaga Central Sub-County is generally wanting.

The performance of public day secondary schools in Kirinyaga Central Sub-County is one whose majority of student performance (approximately 85%) do not meet the
minimum qualifications to be government sponsored in institutions of higher learning (Ndung’u, 2015). This is an indicator of performance that should be a cause to worry among the educational stakeholders. It is against this background that this study sought to determine the association between head teachers’ instructional supervision practices and the students’ academic outcome in public day secondary schools in Kirinyaga Central Sub-County.

1.3 Statement of the Problem

Academic performance of public day secondary school students has received undivided attention in the Kenyan educational system. Schools in Kirinyaga Central Sub-County are among those that have received attention from various stakeholders regarding performance. Student performance in public day secondary schools has been wanting and needing answers based on the percentage of student transition from secondary schools to institutions of higher learning under the government sponsored programme. The transition from secondary schools to institutions of higher learning is generally low despite their well to do and qualified teaching fraternity in addition to relatively well equipped school facilities. Given the student academic performance of the public day secondary schools that do not meet the government sponsorship threshold in Kirinyaga Central Sub-County, it was viable to conduct the study in order to find out whether performance outcomes could be attributed to instructional supervision practices of the head teachers. Unsupervised instruction has the potential to mar the standard of education. Unless this situation is checked and arrested, the public day secondary schools in Kirinyaga Central Sub-County could continue reporting lower transition from secondary schools to institutions of higher learning under the government sponsorship programme.
Hence, the need for this study to elucidate on the effect of instructional supervision practices of head teachers and students’ academic outcome.

1.4 **Purpose of the Study**

The purpose of the study was to investigate the influence of instructional supervision practices of head teachers in public day secondary schools on students’ academic outcome in Kirinyaga Central Sub-County, Kirinyaga County, with the intention of informing educational practices in Kenya.

1.5 **Objectives of the Study**

The objectives of the study were to:

1. Find out the instructional supervision practices applied by head teachers in public day secondary schools in Kirinyaga Central Sub-County, Kirinyaga County.

2. Find out the effectiveness of instructional supervision practices employed by head teachers in enhancing academic performance in public day secondary schools in Kirinyaga Central Sub-County, Kirinyaga County.

3. Establish the perceived influence of head teachers’ instructional supervision practices on students’ outcome in public day secondary schools in Kirinyaga Central Sub-County, Kirinyaga County.

4. Determine the challenges faced by head teachers in conducting instructional supervision in public day secondary schools in Kirinyaga Central Sub-County, Kirinyaga County.
1.6 Research Questions

The following are the research questions that the study sought to answer:

1. What instructional supervision practices are applied by head teachers in public day secondary schools in Kirinyaga Central Sub-County, Kirinyaga County?

2. How effective are instructional supervision practices employed by head teachers in enhancing academic performance in public day secondary schools in Kirinyaga Central Sub-County, Kirinyaga County?

3. What is the perceived influence of head teachers’ instructional supervision practices on students’ academic outcome in public day secondary schools in Kirinyaga Central Sub-County, Kirinyaga County?

4. What challenges are faced by head teachers in conducting instructional supervision practices in public day secondary schools in Kirinyaga Central Sub-County, Kirinyaga County?

1.7 Significance of the Study

The study would be significant to various groups and individuals. First, the study may be beneficial to education policy makers. It may provide vital information to the education policy makers who could utilize it with the intention of ensuring improvement of instructional supervision in public secondary schools. The study may also be significant to the secondary schools head teachers. It identifies the challenges encountered by the head teachers in their enforcement of instructional supervision and provides appropriate recommendations of how the challenges could be overcome for improved performance. Thirdly, the study may be significant to other researchers who are interested in carrying out studies in related areas. It would provide literature for scholars who are interested in general knowledge about the
instructional supervision practices in public day secondary schools in Kirinyaga Central Sub-County. To the researchers, the study would provide a benchmark for literature to conduct other studies that would be suggested for further research.

1.8 Limitation and Delimitation of the Study

1.8.1 Limitations of the Study

The fact that this study was conducted during official school working hours means that there was no adequate time to conduct the study. However, the researcher sought permission from the school administrator for more time in order to enable a conclusive study be carried out. There was also an encounter with respondents who were uncooperative and unwilling to provide the data for the study. To overcome this limitation, the respondents were assured of their confidentiality, privacy and anonymity of their identity.

1.8.2 Delimitations of the Study

Although there are wide ranging factors that affect students’ performance academically, this study focused only on the instructional supervision practices of the head teachers. In addition, the study was confined to the public day secondary schools in Kirinyaga Central Sub-County. Private as well as public boarding secondary schools were not studied. Given the scope of the geographical location of the study, the findings of the study would not be generalized to the entire schools in Kirinyaga County. Furthermore, the population of the study comprised the head teachers, deputy head teachers and the senior teachers of the sampled schools only as they are the ones who are entitled with instructional supervision responsibility. It
is also noted that the study did not focus on any specific instruction supervision practices but rather delved on the general supervision practices.

1.9 Assumptions of the Study

The study was based on the assumptions that:

1. Instructional supervision practices influence performance of the students.
2. All the head teachers conduct instructional supervision in their schools
3. All the head teachers are competent to conduct effective instructional supervision
4. The respondents were cooperative and honest in their responses.

1.10 Theoretical Framework of the Study

Fain (2004) defines a theory as “an organized and systematic set of interrelated statements (concepts) that specify the nature of relationships between two or more variables, with the purpose of understanding a problem or the nature of things”. Hence, a theoretical framework is comprises of concepts that are interrelated such as a theory but do not need to be a theory in itself. According to Lederman & Lederman (2015), whereas a theoretical framework could actually be a theory, it does not necessarily have to be one. The theoretical framework of this study was based on collegial model (Bush, 2003). Collegial model assumes that institutions make decisions and determine policies through a discussion process that consequently lead to consensus.

The collegial approach has brought a paradigm shift and focuses on collegial relationship as opposed to hierarchical relationship in the teacher-supervisor
relationship. The approach also emphasizes on a collaborative effort pitting the
teachers and the supervisors which ultimately enhances teacher’s growth as opposed
to compliance. In an educational setting, collegial relationship between the
supervisor and the teachers is a component of teacher enhancement and school
effectiveness. Collegial cultures are vital in augmenting the professional growth and
development of teachers, professional commitment which would translate to the
quality of student performance.

In schools that enhance collegial culture, the teachers are empowered and they are
regularly involved in a continuous reflective inquiry. The collegial model focuses on
the teachers’ interests and they stand to gain something when they work together.
The professional growth and development of the teachers as a result of collaboration
arising from a democratic environment in a school would be influential in the
performance of students. The supervisor in a school is considered as a joint
contributor/coach and not a boss. The teachers feel a sense of fulfillment and
worthwhile and self-actualization. The self-actualization has been linked to
performance of the students as the goal is aimed at helping the student (Shrifian,
2011).
1.11 Conceptual Framework of the Study

According to Orodho (2008) a conceptual framework is a diagrammatic representation of the relationship between variables in a study. The various variables and their relationship with each other are presented in Figure 1.1.

**Independent Variables**

- Instructional supervisory approach
- Teacher attitudes towards supervisory practices
- Adequacy of teaching and learning resources
- Experience and professional qualification of teachers
- Workload of the head teachers

**Dependent Variable**

- Good Student Performance

**Intervening Variables**

- In-service training
- Recruitment of additional teachers
- Change of teachers’ attitude
- Delegation of supervision duties

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**Figure 1.1: Conceptual Framework**

*Source: (Researcher, 2018)*

Figure 1.1 shows student performance (dependent variable) as being achieved from various independent variables that affect it. The independent variables that affect student performance include the instructional supervision approach that is adopted.
by the head teacher. The approach has to be one that would be welcomed by the teachers. Teachers’ attitude towards instructional supervision is another independent variable that is related to the student performance. Based on their attitude that they are likely to take in or reject the guidance provided by their supervisors. The workload of the head teachers could also hamper effective supervision. This is evident in situations where there is inadequate teacher staffing which implies that the head teachers are to take the teaching roles in the classroom denying them the opportunity to do instructional supervision. Besides, the workload that the head teachers have in the course of their daily activities would determine whether or not they engage in instructional supervision practices that aid in the student performance.

The experience and professional qualification of the head teachers as supervisors is also a determinant of effective instructional supervision. The head teachers ought to have been in the teaching service for long to gain the necessary experience in instructional supervision. In addition, they ought to have high professional qualification or equivalent to that of fellow teachers. This would enable them in being effective in conducting instructional supervision which would ultimately improve the student outcome.

In the event that these independent variables are inadequate, the intervening variables could help in improving school instructional supervision with the intention of enhancing student performance. The intervening variables include in-service training of teachers on how to improve their instructional supervision practices, educating teachers on the need to change their attitude towards instructional supervision and recruitment of additional teachers. The head teachers could also
delegate the instructional supervision duties to other teachers so that this function could be carried in the event that they have a heavy workload.

1.12 Operational Definitions of Terms

**Day Secondary School:** A post-primary learning institution in which learners receive formal instruction during the day and later depart to their homes in the evening.

**Effectiveness:** How well the instructional supervision practices conducted are in producing the desirable educational outcomes.

**Head Teacher:** A teacher appointed by the Teachers Service Commission (TSC) and entrusted with the overall instructional supervision functions of a given school.

**Instructions:** The strategies for teaching and learning utilized by a teacher to facilitate classroom lessons.

**Instructional Supervision:** A set of activities conducted with the intention of making learning and teaching better for the learner.

**Instructional Supervision Practices:** The various activities conducted by the headteachers with the intention of making learning and teaching better for the learner.

**Outcome:** The academic performance of students in national examinations.

**Performance:** A measure of the students’ academic achievement in examinations.

**Supervisor:** A teaching staff member who is assigned a responsibility.

**Tools of Work:** Documents that all teachers should prepare before, during and after instruction, for instance, record of work books, teaching aids, lesson notes, lesson plans and schemes of work.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter provides a review of literature related to the study. The literature is presented under various themes arising from the study topic as well as the objectives of the study. Eventually, the chapter presents a summary and the research gaps that were identified from the reviewed literature.

2.2 Concept of Supervision

The concept of supervision can be traced back to the origin of public education, a period when young states used it establish a common culture and language (De Grauwe, 2007). During this time, supervision gradually emerged as a practice that is distinct in connection with professional, cultural, academic and institutional dynamics which have for a long time generated the schooling agenda. Much of school supervision history describes as a series of unrelated and disjointed events (Glanz, 1994). The concept of supervision was originally introduced in order to improve the teaching and learning situation through professional growth and development of the teachers and educators (Glanz, 1994).

Supervision is meant to improve the performance in work in any context. It should be used to enhance effective methods of teaching as well as contribute to professional growth and development of the teachers (Blumberg & Weimer, 2008). The concept of supervision has been defined differently by various scholars (Olembo et al., 1992). From an educational view point, Zepeda (2007) conceptualizes supervision as process that is ongoing and which is meant to improve
instructions and professional development. Waweru (2004) defines supervision as “the process of working with and through others in a more humane understanding to achieve to the greatest extent possible a quality education for all students”. On the other hand, Olembo et al. (1992) define supervision as that phase or dimension in education administration that is associated with the improvement of instructional effectiveness. The key denominator among the various definitions and views on supervision is that it is aimed at developing better quality of education. According to (Glickman, 2010) supervision is “the school function that improves instruction through direct assistance to teachers, curriculum development, in-service training, group development and action research”.

The primary goal of school supervisory practices is improving instruction of teaching and learning (Archibong, 2010). Opportunities arising from supervision make it possible for the teachers to be moulded through a deeper study of classroom interactions and instructional activities in order to perform teaching duties in accordance with their professional code of conduct. Supervisors ought to help the personnel being supervised to realize their potential in the course of conducting supervisory exercise (Jahanian & Ebrahimi, 2013). It is important the supervisor monitors the teachers’ work, queries the teachers on why they use certain teaching methods and later provide them with information on best practices in teaching which would hence improve the educators in their teaching practice. The practice of supervision offers an opportunity to both the supervisors and teachers to work harmoniously in improving student learning (Aseltine, Farynierz, & Rigazio-Digilio, 2006). Inadequate school supervision has inimical implication on the students’ output academically as well as challenges to the realization of educational objectives.
(Usman, 2015). Consequently, it would be prudent to ensure that wide ranging instructional supervisory techniques are adopted in order to achieve quantitative and qualitative delivery of service by the teachers (Usman, 2015).

The concept of supervision is two-fold where on one hand it serves to improve the professional growth and development of the teachers while on the other it is tied to improving the students’ performance. It can thus be premised that supervision function is a manifestation of instructional leadership (Okumbe, 2006). Instructional supervision and process aids in the improvement of academic performance among students. This is premised on the fact that instructional supervision enhances teaching and learning through proper planning and guidance. Furthermore, Okendu (2012) asserts that through supervision of instruction, new ways are devised that aim to improve teachers professionally and as a result help them to unleash their creative potential and consequently ensure instructional process is well articulated and improved.

2.3 Approaches to Supervision

Various approaches have been identified by scholars as being used by head teachers in their supervisory functions with the most common being directive approach, collaborative approach and non-directive approach (Glickman, 2010).

2.3.1 Directive Approach

In a directive approach, supervisors are of the view that the practice of teaching is a composition of technical skills that are standardized and known competencies which teachers must possess to be effective in their instructional practices (Glickman,
In this approach, the roles of a supervisor are to assess, model and direct competencies. Supervisors using directive approach have their own information needs and know how it will be collected. Such supervisors direct the educators on the appropriate action plans to be taken as well as the best teaching methods. The baseline information gathered from classroom observation among others is used for setting improvement standards by directive supervisor.

A supervisor using the directive model influences the trainer by offering suggestions and opinions that he/she perceives as being needed by the teacher (Copeland, 1982). The primary objective of directive supervisory model is offering the teacher useful and immediate advice to handle difficulties associated with instructional process. Directive model of supervision is often used when there is a new teacher and requires more directive guidance or when a teacher has difficulties in instructional process and requires close guidance/monitoring. This is best applied to novice teachers who are in need of more guidance and direction. By assuming the directive approach of supervision the supervisor takes the direct ownership emanating from the problems as well as the corresponding solutions. The supervisor’s role is very active and prescriptive. In most cases, contact is initiated by the supervisor who directs the focus in all the subsequent meetings. In this approach, the supervisor uses such behaviors as directing, standardizing and reinforcing. Since the teacher receives guidance from the supervisor, he/she would be able to apply the best teaching and learning practices that are aimed at enhancing the student performance.

In practicing the directive model of instructional supervision, the supervisor has first to identify the problems through collection of information particularly by
observation and thereafter discuss the data with the teacher (Glickman, Gordon, & Gordon, 2013). A study by Hishmanoglu (2010) in northern Cyprus, Turkey among English language teachers on their perception towards educational supervision found that their supervisors were attempting to detect mistakes while they are in classroom. Furthermore, the study noted that the supervisors were looking at the performance of the teachers in a judgmental manner. This is an example of directive approach of instructional supervision that was utilized.

### 2.3.2 Collaborative Approach

In a collaborative approach, supervisors present teaching as a problem solving situation. In this approach, two or more individuals pose a challenge, try and implement the teaching strategies that are considered to be relevant (Glickman, 2010). The supervisor in this approach guides the process of problem solving while keeping teachers focused on their shared problems. The supervisors and the teachers have an agreement that is mutually binding regarding the criteria, processes and structures for subsequent instructional improvement. The plan of action is negotiated between the teacher and the supervisor. The views of both the supervisor and the teacher are included in the final action plan for instructional improvement. If any of the parties is dissatisfied with the action plan, they stand to reject it and negotiate again till they agree. However, the parties in a collaborative approach have to accept idea modifications and not necessarily taking hard stands (Glickman, 2010).

Glickman (2010) states that “collaborative models advocate that the supervisor is equal with the teacher, presenting, interacting, and contracting on mutually planned changes”. The supervisor’s role in this approach is guiding the problem solving
process while remaining an active participant in the interaction. Collaborative approach of instructional supervision provides opportunities for the teachers to share their perceptions as well as offering likely alternatives for future action. Ibrahim (2013) in a study of student teachers in United Arab Emirates established that 83.3% of them preferred the use of collaborative approach.

The collaborative approach to instructional supervision is interactive in nature. The parties plan the process collaboratively. This way it creates rapport and hence both supervisor and the teacher have ownership of the entire process. It is non-evaluative in nature but aimed at strengthening professional relationship between the supervisor and supervisee. According to Kimosop (2007), feedback got through interactive analysis helps both the supervisor and the teacher in terms of shared information in that incorporation of the supervised teacher’s suggestions helps build his/her confidence hence enhancing learning process. Since it is a supportive activity, the supervisor provides alternative approaches of a variety of skills as would be necessary and this strengthens the supervised teacher’s pedagogical skills. Consequently, the teacher would be able to confidently be able to apply appropriate teaching methodologies so as to achieve better student academic outcomes.

2.3.3 Non-Directive Approach

This approach is based on assumption that educators have the ability to analyze and solve their own instructional challenges (Glickman, 2010). The proponents of non-directive approach argue that when an individual teacher predicts the need for a change and takes the responsibility for the same, then instructional improvement is more likely to be meaningful. The supervisor in such a situation is considered only
as a facilitator in providing direction to the plan. However, the behavior of the supervisor shouldn’t be considered as passive where the teacher is allowed complete autonomy (Glickman, 2010). The supervisor in this approach allows the teacher to fulfill self-discovery and self-actualization.

Non-directive model approach makes use of inquisitive statements to solicit opinions while encouraging the trainer to make suggestions (Copeland, 1982). According to Copeland (1982), the non-directive approach “depends more on reflecting the teacher’s ideas and offering information as the teacher requests it”. This approach has the objective of encouraging the teacher to assume responsibility of making as well as evaluating instructional decisions. Unlike the directive approach, the non-directive approach is premised on the idea that learning is a private experience and therefore teachers are able to conduct self-soul-searching and self-reflection and find solutions that may improve their processes of teaching and learning.

2.4 Head Teachers’ Instructional Supervision Practices

The head teachers are bestowed with the duty of supervising the teachers in their respective schools and seeing to it that they carry out their responsibilities effectively (Fitzgerald, 2011). There are numerous and endless supervisory practices that headteachers can perform in the effort to improve teaching-learning and consequently impact on students. Hence, instructional leadership should be directed to several areas including scheduling of teaching and learning activities, adherence to curriculum requirements and ability of teaching staff, supplying of teaching and learning materials and equipment, and formulation of rules and regulations
governing students’ and teachers’ conduct to ensure instructional competence by facilitating teachers’ professional and academic growth (Dipaola & Hoy, 2013).

Sule, Eyiene, & Egbai (2015) notes that it is incumbent upon the headteachers to develop as well as maintain the competence of their juniors. The competence, according to Sule et al. (2015), is developed and maintained through instructional supervisory practices such as moderating marking schemes, moderating examination question papers, micro-teaching, workshops, conferencing, demonstration, classroom observation, checking teachers’ regularity in class, teachers’ punctuality, pupils’ notes, schemes of work, lesson notes among others. It is worth noting that in order to conduct these tasks, the school principals ought to have adequate supervisory capacity and as well encourage their teachers to utilize their talents where necessary so as to improve instructional procedures at the end.

On the other hand, Charles, Chris, & Kosgei (2012) identify supervisory practices that they ought to perform such as ensuring strict teacher adherence to the curriculum, good teacher-student relationship, proper teacher use of teaching aids and backups, summary of major points at the end of the lesson, use of voice variation, previous knowledge revision, well structuring of lessons, early lesson planning and that they are regularly observed. Hereunder, are few instructional supervisory practices discussed.

2.4.1 Class-room Visitation

Classroom observation/visitation is a basic instructional supervisory practice. During classroom observation, the supervisor observes how the teachers plan their
work for delivery to learners. The supervisor must prepare a supervision schedule indicating how the teacher maintains class discipline, provides for learner differences, the lesson presentation, mastery of content, learner involvement as well as teaching methodologies used (Sule et al., 2015). The supervisor can video tape the lesson without being disruptive to the class so as to sit later with the supervisee and discuss the strengths and weaknesses of the supervisee’s lesson in an attempt to improve teacher’s quality in instructional process.

Classroom observation focuses on the individual empowerment of the teachers. This is because they play a great role in encouraging the teachers to focus on learning and delivery of knowledge to the students as opposed to the situation of handing out assignments and undertaking classroom duties in a mechanical manner. This is attributed to the fact that they are conscious to the reality that their delivery in class is being monitored in the wake of classroom observation by the school managers. Usman (2015) in a Nigerian study reveals that there is a significant effect of classroom visitation by the school headteachers on students’ academic performance. Similarly, Harbison & Hanushek (2008) also found that in the United States of America, there was a significant relationship between classroom visitation by the principals and secondary schools students’ academic performance. Both studies, however, fail to show how this relationship comes about, a gap that was identified in the existing literature and which the present study sought to fill.

During classroom visitation, Ogunsaju (2006) suggests that the school supervisor should center his/her observation on planning and preparation, presentation during the lesson, teacher relationship with the learners as well as the teacher’s personality
in reference to planning and preparation. Furthermore, the supervisor should also lay emphasis on the effectiveness of communication by the teacher (Ogunsaju, 2006). The particular aspects of communication include speech habits, choice of words, voice, the presenter’s subject knowledge and the skills in effecting learners’ participation in the course of the lesson.

Classroom visitation and observation has an implication on the teaching methodologies adopted by the teachers (Zaare, 2013). The study by Zaare (2013) in Iran was aimed at determining the importance of classroom visitation and observation in the assessment of teaching procedure. An observation checklist was used during this process. The study findings showed that the teachers who were observing their qualified and experienced colleagues on teaching methodology learned much about teaching procedure. It is highly likely the teachers who observe their qualified and highly experienced peers while teaching would help them in becoming more reflective teachers while improving their self-awareness. In as much as this was not done by instructional supervisors, the findings imply that classroom observation particularly the teaching procedure definitely has influence on students’ academic outcome. The provision of feedback to the teachers who are supervised would ultimately help them improving their teaching methodology for the benefit of the learners.

Duflo, Dupas, & Kremer (2011) and Nyamwamu (2010) reveal that Kenyan situation mirrors the challenge of classroom observation practices on the part of head teachers in the wake of undertaking their supervision in their respective schools. The studies reveal that head teachers never at all observe teachers in
classroom (Nyamwamu, 2010). Inadequate time and too many responsibilities of managing the school make them unable to visit classes. Jared (2011) agrees with Nyamwamu (2010) on the fact that head teachers do some informal classroom visits. The inability of head teachers to visit classes or carry out meaningful classroom visits makes them fail to learn what is being done in the classroom (Wellington, 2001). Furthermore, they are also not in touch with the methods being used, the attitudes and reactions of pupils and other factors that influence the teaching and learning process in their schools. This consequently means that there would be poor teaching and learning which essentially may mar the students’ academic performance.

2.4.2 Holding Pre-observation and Post-observation Conferences

Engagement in pre-observation conferences, the actual observation and post-observation conferences with the school managers aids in the development of a working relationship and mentoring of the teachers (Heyneman, 2009). This facilitates improvement of the quality of teacher instruction and it is a predominant factor in aiding the pupils to benefit from the improved capacities by teachers. Chapman (2001) in a study in Nigeria posits that head teachers should organize post supervision conferences where issues of supervision could be deliberated. Such conferences enable teachers to discuss problematic areas with the supervisor. This encourages teachers to be keen on their work and mistakes detected in the course of supervision are corrected.

Wall & Hurie (2017) conducted a study on post-observation conferences whose participants were bilingual pre-service teachers in Texas, United States of America.
The study sought to examine the nature of interactions during the post-observation conferences as such critical reflective spaces were considered helpful. The study notes that the post-observation conferences were providing supportive and dialogic spaces where facilitators and the bilingual pre-service teachers could rehearse and revoice classroom interactions in a manner that is dynamic and complex. Such spaces as a resulted contributed to the pre-service teachers’ abilities to author themselves as successful educators. Contrary to this study that focused on pre-service teachers, the present study focused on secondary school supervisors. Given that the study by Wall & Hurie (2017) was conducted far away, it was necessary to examine as well the classroom interactions in the context of observation conferences particularly among the supervisors in Kirinyaga Central Sub-County public day secondary schools.

Observation conferences are only important as the perceptions of the teachers towards it. The conferences will ultimately be helpful in the event that the teachers consider them relevant. Range, Young, & Hvidston (2013) conducted a study on the perceptions of teachers concerning observation conferences in one school in the United States of America. The study aim was to measure the perceptions of the teachers about the critical elements of both pre and post-observation conferences. Interestingly, the study noted that the respondents valued post-observation conference in relation to the pre-observation conference. Furthermore, the elements identified included areas of improvement, reflection, constructive feedback and trusting relationships as the important principal responsibilities. Whereas discussions on how students would be assessed was valued by the teachers,
constructive feedback from the principals on the other hand was valued by the teachers during the post-observation conferences.

2.4.3 Checking Teachers’ Professional Documents

Professional documents preparation and teacher certification is key to all practicing teachers in the federal states of the United States of America (Wilson & Floden, 2003). The federal agencies in the respective states always liaise with the schools to ensure that teachers have prepared all the requisite documents expected of them during the school sessions before certifying them to teach. In Kenya, this is done by the head teachers checking schemes of work, lesson plans, records of work covered, ensuring duty attendance by teachers and class attendance by students by keeping their respective registers.

The development of teachers’ professional documents such as lesson notes and plans is the road map teaching effectively. Professional documents helps teachers to have focus during the teaching process. Anyone who teaches without professional documents particularly lesson plans and notes would be handicapped in the teaching and learning environment (Robertson, 2010). This therefore means that teachers have to take adequate care during the preparation of their professional documents whereas their departmental, section or unit heads who are the immediate supervisors, need to check their documents in order to make them more responsible in the performance of their duties.

Sule, Eyiene, & Egbai (2015) through ex-post facto research design investigate the effectiveness of teachers through the appraisal of their lesson notes by the headteachers in public secondary schools in Nigeria. The study reveals a significant
positive relationship between the checking teachers’ lesson notes and their effectiveness. Furthermore, Peretomode (2004) posits that the effective performance of duties by the teachers depends on the checkup of their lesson notes by the principals in order to ascertain that the lesson content is effectively covered. When principals regularly and continuously supervise the teachers’ lesson notes, then this enhances the performance of teachers in the classroom as opposed to supervision being unscheduled, irregular and snappy. The implication of this finding is that if not well supervised, the teachers’ effectiveness in instruction would out rightly be affected. The ripple effect would be felt in the students’ academic performance as the teachers may fail to professionally use their documents to better the student performance.

Chapman (2001) opines that supervision through examination of the teachers’ records had a positive influence on the academic performance of pupils. The study concludes that teacher’s better structure and prepare their lessons when instruction is frequently supervised in their schools. The supervisor must ensure adherence to the syllabus regarding the scope, depth and the learners’ intellectual level and also the appropriateness of learning resources. In Nyeri District, Gachoya (2008) observes that 70% of instructional supervisors advise teachers on proper preparation and keeping of professional records. On the contrary Abdinoor (2013) in Isiolo County found that there was inability by head teachers to ensure adequate preparation of professional documents. This was linked to the declining academic performance standards in the county.
The remarks by the supervisor, whether positive or negative, on performance of teachers are significant (Usman, 2015). This means that positive comments by the supervisor in the course of supervisory process have a measurable bearing in the improvement of performance of the teacher in the teaching-learning process. Negative remarks by supervisors during supervision process have been established to have adverse impact on teacher’s output. In the event that teachers develop apathy and unwanted attitude towards their supervisor arising from the negative comments, then their performance will decline and this will eventually again affect their performance in instructional supervision particularly when they are with the supervisor.

2.4.4 Checking Students’ Note Books

Internal assessment of pupils’ notebooks by head teachers in public schools in Naivasha Central was found out to be a factor associated with students’ performance in national examinations (Kabui, 2013). The researcher established that the head teachers were greatly incapacitated on the aspect of notebook assessments. They were overwhelmed by the sheer numbers of students in their schools. This made them fail to have time to effectively assess students’ notebooks and neglect the critical supervisory functions.

2.4.5 Organizing Staff Development Programmes

Instructional supervisor should plan and deliver effective staff development programs (Acheson & Gall, 2001). This entails arranging courses and workshops for teachers. The courses should be relevant and specific to areas found wanting by the supervisor and the individual teacher. This would enhance professional growth and
ensure improved student teaching (Fischer, 2011). Some schools in Italy suspend class activities in order to conduct in-service teacher development programme (Fischer, 2011). In Sri-Lanka and Italy, lifelong learning is emphasized and opportunities for training workshops are often provided (Fischer, 2011).

2.5 Infl uence of Instructional Supervision Practices on Student Performance

The primary purpose of instructional supervision is to improve teacher instruction, support teacher professional growth and development and ultimately improve student outcome. This implies that the instructional supervision practices conducted by the head teacher must have an influence on student outcome for it to be meaningful. Improving a school’s instructional capacity has to improve the teaching and learning process as well as lead to student performance improvement (Sergiovanni & Starratt, 2007). A relationship exists between instructional supervision and teacher professional development (Tesfaw & Hofman, 2014). The influence of head teachers’ instructional supervisory role indirectly influences the performance of the student outcome. The professional growth and development of the teachers through instructional supervision is what contributes to improved performance of students.

Dangara (2015) in Nigeria studies the impact that instructional supervision has on the academic achievement of students in secondary schools. The study reveals that instructional supervision practices such as inspection of teacher records keeping, checking of lesson plans and notes, classroom visitation and checking of students’ notebooks has a significant correlation with student academic performance as well
as teachers’ performance. A significant positive relationship is established between students’ academic performance and the instructional practices. However, it is not clear whether such a relationship could be established in the public day schools in Kirinyaga Central Sub-County given the performance of students who do not warrant government sponsorship in institutions of higher learning (Ndung’u, 2015). This begs the question, could the performance in national examinations be as a result of poor instructional supervision practices or could there be other factors that contribute to the low performance?

The study by Sule, Arop, & Alade (2012) focused on the headteachers’ classroom visitation and inspection and how this related to the teachers’ job performance in Nigeria. The study revealed that the strategy of classroom visitation and inspection of lesson plans by the principals had a significance influence on job performance by the teachers. This would translate to better instruction by the teachers and consequently improve academic output. The researchers recommended that regular supervision should entail the checking of lesson plans as well as classroom visitation. The output by teachers would ideally have an implication on the students’ academic performance and this would be an outcome of instructional supervision.

According to Onyango (2005), instructional supervision in the areas of classroom visitation, teacher observation and conferencing greatly influence students’ performance. Gachoya (2008) observes that supervisors who make efforts to conduct such practices are able to have an insight into the actual state of instruction and this reinforces students’ performance. This implies that if class visits are intensified,
students would keep alert and study and this would influence their performance. This study confirmed the same finding.

Alimi & Akinfolarin (2012) studied the influence of selected instructional supervisory practices on the academic performance of students in Nigeria. The studied practices include moderation of marking schemes and question papers, checking punctuality of teachers and classroom attendance, classroom observation/visitation and checking students’ notebooks. The study revealed that there was a significant relationship between these activities and the academic performance of the students. This implies that failure to supervise well the teachers would result in ineffective instruction and adversely affect students’ academic output.

Several other studies have subsequently found a significant relationship between instructional supervision and student outcome in various countries (Comfort, Aina, & Idowu, 2017; Heaven & Bourne, 2016; Okendu, 2012; Tyagi, 2010; Veloo, Komuji, & Khalid, 2013). This finding can be argued to be true when other factors such as adequate levels of staffing are taken into account. However, in the Kenyan case and particularly in public schools that are characterized by inadequate teachers it becomes necessary to find out how such factors could affect instructional supervision on students’ academic performance. Hence, it was necessary to conduct this study in order to find out how instructional supervision influences students’ performance in the context of the challenges that the schools encounter in relation to the teachers.
2.6 Challenges Encountered by Head Teachers in Instructional Supervision

Several challenges are encountered by head teachers in their instructional supervision practice. The first challenge is related to the workload that the head teachers encounter on the daily basis (Ndung’u, 2015). Head teachers are considered as leaders, supervisors, administrators, managers and inspectors of schools. They are therefore, “teacher of teachers” and the frontline mirror in the school plan of action (Dipaola & Hoy, 2013). Studies have shown that these responsibilities pose challenges to the head teachers in their day to day management and administrative duties of which supervision of instruction is among. The challenge as a result of too many administrative duties has been found by various researchers (Kamindo, 2008; Mavindu, 2013; Mzee, 2011). These studies however, do not show how the head teachers approached the workload issue and finding a balance with instructional supervision.

Another challenge identified is that related to the staffing levels in the schools (Ndung’u, 2015). Human resource is the most valuable asset in a school. Glanz (2007) asserts that when considering staff capacity, both competence and the number of staff needed to deliver services to the client is important. The challenge of inadequate staffing levels in the public secondary schools has forced the head teachers to attend classroom lessons at the expense of undertaking classroom observation. In Kenya, recruitment of teachers is done due demand and at the same time when there is availability of financial resources. This therefore implies that some vacancies could remain unfilled due to lack of finances. This ultimately affects quality of education since the head teachers may not be able to carry out instructional supervision for lack of adequate number of teachers. A couple of
researchers have established that schools in Kenya are facing a shortage of teachers (Adikinyi, 2007; Nyandiko, 2008). This study tended to find out the efforts made by the head teachers in addressing the staff shortage in their schools since no literature has provided for this.

The inability and reluctance of the head teachers in delegating the instructional supervisory roles to subject panels, departmental heads and senior teachers has been cited as a challenge in instructional supervision (Ndung’u, 2015). Classroom observation is neglected even in the event of having adequate staffing levels (Abdille, 2012). This situation negates the essence of according the responsibility of instructional supervision to head teachers. However, the literature available does not provide the reasons as to why the head teachers are reluctant to delegate the instructional supervision role to the deputies, senior teachers or heads of departments. This was an item that was covered in this study.

The teachers’ attitude towards instructional supervision has been associated with the factors that could be a challenge (Ndung’u, 2015). The studies by Adikinyi (2007) and Gachoya (2008) reveal that teachers have a negative attitude towards instructional supervision and hence are likely not to take any guidance resulting from instructional supervision seriously. This assertion is also supported by Figueroa (2004) who notes that teachers today are more ambivalent about supervision. The evaluative approaches have left teachers with little experience with negative perceptions about the practice supervision than the teachers with more experience (Watene, 2007; Yunus, 2008).
Muriithi (2012) however is of different opinion. The study observes that majority of teachers have positive attitude towards instructional supervision. They do not mind presenting their records of work for scrutiny to the head teacher and this encourages the head teacher to offer guidance where needed. The two controversies in literature made it necessary for this study to be conducted to find out with whom the study would be in agreement with. This study was thus conducted in public day secondary schools in Kirinyaga Central Sub-County in Kirinyaga County.

The head teachers’ professional qualifications are also important in determining how successful instructional supervision would be (De Grauwe, 2007). Their professional qualifications have to be higher than those of the other teachers or be at lowest at par with those of the other teachers. Without the requisite professional qualifications then this would pose a challenge to instructional supervision. De Grauwe (2007) in a study of four African nations found that though some of the supervisors had low professional qualifications, they had many years of experience. This was attributed to the fact that they entered the teaching profession at a time when the qualification requirements were low. De Grauwe (2007) associated the poor instructional supervision practices in these countries to the professional qualifications of the supervisors despite having a mass of experience in the teaching profession.

2.7 Summary and Research Gaps

The literature by Gachoya (2008) identifies that supervisors offer advice on preparation of professional documents without necessary referencing it to student outcome. However, Abdinoor (2013) in Isiolo found that head teachers were incapacitated in ensuring adequate preparation of professional documents among the
teachers. These studies were carried out in two different areas and the findings cannot be easily generalized to Kirinyaga Central Sub-County due to the different environments where they were conducted. The literature also presents a controversy between the findings of Adikinyi (2007) and Muriithi (2012) who are on opposite sides regarding the attitude and perceptions of teachers on instructional supervision. Additionally, the reviewed literature generally identified the instructional supervision techniques that are adopted by head teachers. However, no study related the effectiveness of particular instructional supervision technique to the student outcome. This was a gap that existed and which this study filled.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design that was adopted in the study, the study locale, the target population and the sampling techniques as well as the sample size. Also presented are the instruments used in the study, how validity and reliability of the instruments was established and the data collection procedure. In addition, the chapter presents how data were analyzed as well as the ethical and logistical issues that were observed in the study.

3.2 Research Design

A research design is a blueprint or strategy that a researcher uses for data collection, measurement and analysis so as to ensure that the research problem is effectively addressed (DeVaus, 2008). This study adopted a descriptive research design. A descriptive research design aids a researcher in obtaining answers to the questions of who, what, when, where and how that a study such as this one is associated with (Anastas, 1999). Furthermore, descriptive research design was utilized in the study given the nature of the instruments used in the study. The instruments generated data that could be analyzed descriptively and descriptive explanations used for their discussions. A descriptive research design is used to gather information related to the present status of a phenomena under a study as well as describing what exists (DeVaus, 2008). This design was hence suitable in the study as it also tended to obtain information concerning the current status of instructional supervision as well as describing what exists with respect to the practices of instructional supervision.
3.3 Location of the Study

This study was carried out in Kirinyaga Central Sub-County that is found within Kirinyaga County. The choice of this location was based on the low transition of students in public day secondary schools to institutions of higher learning under government sponsorship programme.

3.4 Target Population

Oso & Onen (2011) define target population as the total number of subjects, objects or events with common attributes or features that are of interest to a researcher. The study’s target population was a population of 24 public secondary schools in Kirinyaga Central Sub-County. Specifically, the population consisted of the 24 school principals, 24 deputy principals and 24 senior teachers. The total population was thus 72. The head teachers were chosen because they are the main personnel with the responsibility of conducting instructional supervision. The deputy head teachers and the senior teachers were included in the study because they were the personnel to whom the duty of conducting instructional supervision could be delegated to particularly in appraising teachers who work under them.

3.5 Sampling Techniques and Sample Size

This section presents the sampling technique as well as the sample size of the study.

3.5.1 Sampling Techniques

Sampling is a research technique in which a certain number of subjects is chosen from a target population to act as a representative of that population (Mugenda & Mugenda, 2003). However, where the target population is small, it can be used as the sample size. A study of the entire target population is known as a census.
(Hauser, 2006). Hence in this study, a census approach was used to select all the subjects in the target population. A census was suitable as it eliminated the errors that are associated with sampling.

3.5.2 Sample Size

A sample is a small portion that is a representative of the target population (Mugenda & Mugenda, 2003). The sample size for the current study was 72 comprising of 24 school principals, 24 deputy principals and 12 deputy principals. The sample size is presented in Table 3.1.

Table 3.1: Sampling Frame

<table>
<thead>
<tr>
<th>Category</th>
<th>Target Population</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Principals</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Senior Teachers</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>

3.6 Research Instruments

The study employed the use of questionnaires as data collection instruments. The choice of the questionnaires was based on the benefits it provides over the use of other methods of data collection. Hence, it was used as data collection tool because of its ability in collecting data in a distributed and wide geographical region in an easier and efficient manner (Orodho, 2008). The questionnaires were structured based on the objectives of the study. The first section, Section A sought to obtain general information of the respondents. Section B obtained data regarding the instructional supervision practices applied by the school principals. Section C obtained data on the effectiveness of the instructional supervision practices. Section
D obtained data on the challenges encountered in instructional supervision practices while Section E obtained data on the recommendations regarding the instructional supervision practices employed by the school head teachers. The questionnaire contained both closed and open ended questions.

3.7 Piloting Study

A pilot study is preliminary data collection, using the planned tool, but whose sample size is small than the actual study sample size (Polit & Beck, 2006). The purpose of a pilot study is to determine the feasibility of the research instrument that will be used in the actual study. The pilot study was conducted in 3 different schools that were not part of the study. The instruments were administered twice after two weeks. The responses obtained were compared and used to make adjustments to the final data tool to ensure clarity, the respondents understand the questions as intended and that there are no ambiguous questions.

3.7.1 Validity

Content validity of the research instrument was achieved by ensuring that all the objectives under the study have adequate representation concerning the number of questions asked. In addition, content validity can be achieved through expert judgment (Gall, Meredith, & Walter, 2003). Hence, the research instrument was reviewed by the researcher’s supervisors who are well conversant in this study area. Besides, the supervisor, the study sought expert judgment from specialists in educational management. Their suggestions were incorporated in the final data tool. Construct validity was achieved by ensuring that the terms used are operationally defined for ease of understanding.
3.7.2 Reliability

A reliability test is the measure of the consistency of a research instrument in replicating the same results after repeated trials (Mugenda & Mugenda, 2003). The instrument’s reliability was achieved through a test-retest technique after which internal consistency was determined through Cronbach’s coefficient alpha (McNabb, 2009). A test-retest technique is one in which a research instrument is administered twice to the same respondents at two different periods. The test-retest was carried out in the schools selected for the pilot study. Guidelines by George and Mallery (2003) where “>0.9 – Excellent, > 0.8 – Good, > 0.7 – Acceptable, > 0.6 – Questionable, > 0.5 – Poor and < 0.5 – Unacceptable” were used in determining the coefficient alpha. A reliability coefficient of 0.78 was obtained and hence the research instrument was considered suitable for the study. The findings of reliability test are presented in Table 3.2.

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>Cronbach’s Alpha based on standardized items</th>
<th>N of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.775</td>
<td>.796</td>
<td>9</td>
</tr>
</tbody>
</table>

3.8 Data Collection Procedure

The researcher first sought approval from Kenyatta University graduate school. An application of the research permit was then sought from the National Commission for Science, Technology and Innovation (NACOSTI). Necessary clearance from the County Commissioner and Sub-County Director of Education were also sought. Once the researcher obtained the relevant permits, clearance and approvals, application was made in writing to the selected schools for scheduling of the right
time when the data could be collected. On the data collection days, the researcher personally distributed the questionnaires to the respondents. The respondents were given adequate time to respond to the questionnaires. The researcher was available the entire period of data collection to clarify any issues that the respondents would raise. Once filled, the researcher again collected the filled in questionnaires.

3.9 Data Analysis

Both quantitative and qualitative techniques were used during data analysis. Quantitative data obtained from the closed-ended questions were classified using a coding scheme to identify each response with a number. Each response was then entered into Statistical Package for Social Sciences (SPSS) and descriptive statistics used to analyze the data. Descriptive statistics such as mean, frequencies and percentages were computed. The computed data were presented using frequency tables, and graphically by use of pie charts and bar graphs. Qualitative data obtained from open ended questions were classified into broad themes according to the objectives and the content reported in a narrative form through content analysis. Each analyzed data was accompanied by a detailed discussion and comparing the findings with those reported in the literature review.

3.10 Ethical and Logistical Considerations

3.10.1 Ethical Considerations

Ethical considerations is an attestation from a research confirming its adherence to research ethical standards of professional behavior (Guthrie, 2010). The ethical considerations in a research study are meant to protect the respondent from psychological or social harm as a result of the study (Creswell, 2009). The American
Psychological Association (APA) Ethics Code provides a guideline for the ethical issues in a research study that were adopted. Informed consent was obtained from the respondents in writing. The respondents were informed of the purpose of the study, the significance of the study, the duration of the study, their right of participating or withdrawing from the study after its commencement, their limits of privacy and confidentiality and who can be consulted in case of questions.

In addition, the researcher did not present the findings of other researchers as her own. Where the researcher made consultations to other people’s work, necessary credit and acknowledgement was made through appropriate citations. Furthermore, the researcher did not falsify or fabricate any data so as to present predetermined findings. During the analysis, the researcher did not edit, modify or manipulate the data collected. The data were analyzed as they were collected.

3.10.2 Logistical Considerations

The logistical issues in this study were those associated with how the researcher gained legal entry to the data collection locale. The researcher sought all the necessary approvals and clearances from the graduate school at Kenyatta University, research permit from NACOSTI, clearance from Kirinyaga County Commissioner, Ministry of Education (MoE) clearance from Kirinyaga Central Sub-County Director of Education and the approval of the administrators of the various schools in this study.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, interpretation and discussion based on the various themes generated from objectives of the study as follows:

1. Instructional supervision practices applied by head teachers.
2. Effectiveness of instructional supervision practices employed by head teachers.
3. Perceived influence of head teachers’ instructional supervision practices on students’ outcome.
4. Challenges encountered by head teachers in conducting instructional supervision.

4.2 General Information of Respondents

The first section of the questionnaire contained a set of questions that sought to establish general information as well as demographic information.

4.2.1 Response Rate and Respondents’ Designation

The study involved 24 public day secondary schools in Kirinyaga Central Sub-County. In particular the study targeted 24 head teachers, 24 deputy head teachers and 24 senior teachers in all the public day secondary schools in Kirinyaga Central Sub-County as the respondents. The sample size for the study was a total of 72 respondents. The study also sought to find out the designation of the respondents in their respective schools. The response rate and the respondent designation is presented in Table 4.1.
Table 4.1: Response Rate and Respondent Designation

<table>
<thead>
<tr>
<th>Designation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>Deputy head teachers</td>
<td>22</td>
<td>34.9</td>
</tr>
<tr>
<td>Senior teachers</td>
<td>24</td>
<td>38.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>63</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The researcher administered a total of 72 questionnaires to all the respondents (head teachers, deputy head teachers and senior teachers). In return the researcher collected 17 questionnaires from the head teachers which translated to 27% while 22 questionnaires were collected from the deputy head teachers which translated to 34.9% and 24 questionnaires were collected from the senior teachers which accounted for 38.1%. In overall, the response rate for all the categories of the respondents was 87.5% which was considered suitable for the analysis. The researcher was unable to collect the other questionnaires from the respondents since they were not available at the time of collecting them. Furthermore, they had not left the questionnaires with their colleagues in order for the researcher to collect them. The good response rate observed in this study could be attributed to the fact the respondents had been informed in advance about the impending and purpose of the study. The return rate could be attributed to the fact that the respondents were aware of the study and hence their adequate preparation.

4.2.2 Period of Service as an Academic Staff

The researcher sought to establish the period that the respondents had worked as academic staff in their particular schools. This was necessary because the years that they have worked in their particular schools would help gauge how familiar they are
with the instructional supervision practices in the schools. The findings are presented in Table 4.2.

Table 4.2: Respondents’ Years of Service as Academic Staff in their Schools

<table>
<thead>
<tr>
<th>Period of service</th>
<th>Statistics</th>
<th>Head teacher</th>
<th>DHT</th>
<th>Senior teacher</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>f</td>
<td>%</td>
<td>4</td>
<td>23.5%</td>
<td>5</td>
</tr>
<tr>
<td>Between 1-5 years</td>
<td>f</td>
<td>%</td>
<td>5</td>
<td>29.4%</td>
<td>4</td>
</tr>
<tr>
<td>Between 6-10 years</td>
<td>f</td>
<td>%</td>
<td>5</td>
<td>29.4%</td>
<td>7</td>
</tr>
<tr>
<td>Above 10 years</td>
<td>f</td>
<td>%</td>
<td>3</td>
<td>17.6%</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>f</strong></td>
<td><strong>%</strong></td>
<td><strong>17</strong></td>
<td><strong>100%</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

Table 4.2 shows that 12 (19%) of the respondents had been academic staff in their particular schools for less than 1 year whereas 13 (20.6%) of the respondents had been in service for a period of between 1-5 years. In addition, 22 (34.9%) of the respondents cited having been in service in their respective schools for a period of between 6-10 years whereas 16 (25.4%) of the respondents indicated having worked for a period of more than 10 years in their schools. The finding implies that 51 (80.9%) had been in their respective schools for a period that can be considered adequate for them to be familiar with instructional supervision practices in their schools. Furthermore, the findings mean that the respondents would be able to provide responses based on their knowledge and experience as this is an activity that they have engaged in before. Additionally, it could be generalized that the respondents may be highly conversant with instructional supervision matters if at all
they have practiced the same. The length of service could have impacted on their ability to carry out instructional supervision.

### 4.2.3 Cumulative Experience in the Teaching Service

The study sought to find out the cumulative experience that the respondents have had in their teaching career. This was necessary because the cumulative years of service as teachers would help gauge how well the respondents are familiar with the concept of instructional supervision. The findings are presented in Figure 4.1.

![Figure 4.1: Cumulative Years in Teaching Service](image)

**Figure 4.1: Cumulative Years in Teaching Service**

Figure 4.1 shows that 34 (54%) of the respondents had worked a cumulative teaching experience of more than 20 years followed by 20 (31.7%) who had had a cumulative teaching experience of between 16-20 years. In addition, 7 (11.1%) had taught cumulatively for a period of between 11-15 years. Only 2 (3.2%) of the respondents had worked cumulatively for a period of between 6-10 years. Given that at least 60 of the respondents had cumulatively worked for a period of more than 11
years, the finding essentially means that they are more knowledgeable on matters of instructional supervision. Furthermore, if the teachers have been supervised for this period, then it would be appropriate to note that it may have contributed to their professional growth and development (Blumberg & Weimer, 2008) and also to the improvement in their performance in educational matters particularly in instructions of teaching and learning.

The findings imply that the respondents have exposure in leadership and are therefore expected to understand the instructional supervision process and practices as expected of them to enhance performance. The period of exposure to administrative policies and guidelines impact on institutional performance. The length of service exposes individuals to the practices of the profession. The supervisors in this study were therefore adequately exposed to practices of the teaching profession particularly in as far as instructional supervision is concerned.

It is also worth noting that the cumulative years of being in the teaching profession could mean that the instructional supervision process could have enhanced the professional growth and development of the teachers. Furthermore, teaching-learning techniques by the teachers under these supervisors could be considered better improved over the years while they are in service. This is based on the premise that instructional supervision tends to identify areas of weakness and strengths among the teachers and consequently the supervisor applies appropriate follow-up activities to improve the pinpointed areas of weaknesses. Instructional supervision in the present age is meant to better the teaching-learning situation for the benefit of both the teacher and the learners (Nakpodia, 2006). This study agrees with the findings of Nakpodia (2006). It would be logical to conclude that the
respondents have better knowledge in instructional supervision in terms of being teachers and as supervisors.

4.2.4 Highest Professional Qualification of the Respondents

The researcher sought to establish the highest professional qualification that the respondents had attained. This was important because their designations in schools are bound to come with some minimum qualifications. The findings are presented in Figure 4.2.

Figure 4.2: Respondents' Highest Educational Achievement

Figure 4.2 shows that 36 (57.1%) of the respondents had their highest educational qualification being Bachelor Degree and 26 (41.3%) of them had Master Degree as the highest educational achievement. Only 1 (1.6%) of the respondents had the highest educational qualification being a Diploma. The finding means that at least 62 (98%) of the respondents have the requisite educational qualifications and they could be in a position to do instructional supervision. It should be noted that
instructional supervision is a technical exercise that requires educational training in order to be carried out efficiently and effectively.

In Kenya, in the recent past, positions of seniority in educational administration and management have been based on the educational qualifications of a person. Hence, the respondents with the Bachelor’s and Master Degree as their qualification would likely be considered for such positions as instructional supervisors. The study also noted that one of the respondent had a Diploma in Analytical Chemistry besides the educational qualification relating to the teaching field. None of the respondents had a Doctor of Philosophy (PhD) as their highest educational qualification. The findings of the study imply that the respondents had the minimum qualifications necessary for translating and implementing educational policies and guidelines and key among them is instructional supervision.

This finding also means that the respondents have the prerequisite training required in the teaching profession and are therefore expected to understand the instructional supervision process and activities that the process entails and in turn enhance academic performance. The supervisors have the necessary qualification to provide information and guidance to their teachers on instruction. Appointment of educational personnel with appropriate qualifications is vital in ensuring appropriate instruction supervisory practices.

4.3 Instructional Supervision Practices Employed by Head Teachers

The first objective of the study was to find out the instructional supervision practices employed by the head teachers. This was important because the primary goal of supervisory practices is to improve instruction of teaching and learning. The
respondents were asked to indicate the frequency with which the head teachers in their schools were conducting some of the instructional supervisory practices in order to improve teaching and learning. The findings are presented in Table 4.3.

**Table 4.3: Frequency of Instructional Supervision Practices**

<table>
<thead>
<tr>
<th>Supervision practice</th>
<th>Percentage</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom visitation as the lesson progresses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Very Often</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Often</td>
<td>3.2%</td>
<td>2</td>
</tr>
<tr>
<td>Rarely</td>
<td>7.9%</td>
<td>5</td>
</tr>
<tr>
<td>Never</td>
<td>88.9%</td>
<td>56</td>
</tr>
<tr>
<td>Always</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Very Often</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Holding model teaching sessions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>4.8%</td>
<td>3</td>
</tr>
<tr>
<td>Rarely</td>
<td>12.7%</td>
<td>8</td>
</tr>
<tr>
<td>Never</td>
<td>82.5%</td>
<td>52</td>
</tr>
<tr>
<td>Always</td>
<td>1.6%</td>
<td>1</td>
</tr>
<tr>
<td>Very Often</td>
<td>1.6%</td>
<td>1</td>
</tr>
<tr>
<td><strong>Provision of school based in-service courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Rarely</td>
<td>74.6%</td>
<td>47</td>
</tr>
<tr>
<td>Never</td>
<td>22.2%</td>
<td>14</td>
</tr>
<tr>
<td>Always</td>
<td>55.6%</td>
<td>35</td>
</tr>
<tr>
<td><strong>Monitoring class attendance by teachers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Often</td>
<td>38.1%</td>
<td>24</td>
</tr>
<tr>
<td>Often</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Rarely</td>
<td>6.3%</td>
<td>4</td>
</tr>
<tr>
<td>Never</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Always</td>
<td>57.1%</td>
<td>36</td>
</tr>
<tr>
<td><strong>Ensuring timely preparation of schemes of work</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Often</td>
<td>3.2%</td>
<td>2</td>
</tr>
<tr>
<td>Often</td>
<td>39.7%</td>
<td>25</td>
</tr>
<tr>
<td>Rarely</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Never</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Checking pupils' homework assignments and exercise books</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Very Often</td>
<td>3.2%</td>
<td>2</td>
</tr>
<tr>
<td>Activity</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Organizing for the provision of support curricular materials</td>
<td>Often</td>
<td>7.9%</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>73.0%</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>15.9%</td>
</tr>
<tr>
<td></td>
<td>Always</td>
<td>6.3%</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
<td>20.6%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>68.3%</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>4.8%</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Always</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
<td>3.2%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>3.2%</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>49.2%</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>44.4%</td>
</tr>
<tr>
<td></td>
<td>Always</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>46.0%</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>49.2%</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>4.8%</td>
</tr>
<tr>
<td></td>
<td>Always</td>
<td>46.0%</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
<td>52.4%</td>
</tr>
<tr>
<td>Checking and ensuring the preparation of the schemes of work</td>
<td>Often</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>1.6%</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Always</td>
<td>9.5%</td>
</tr>
<tr>
<td>Checking the preparation and use of lesson plans</td>
<td>Very Often</td>
<td>22.2%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>66.7%</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>1.6%</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Always</td>
<td>0.0%</td>
</tr>
<tr>
<td>Checking the records of work books and whether they rhyme with the schemes of work</td>
<td>Very Often</td>
<td>3.2%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>30.2%</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>57.1%</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>9.5%</td>
</tr>
</tbody>
</table>
Table 4.3 shows that 62 (98.4%) of the respondents cited checking and ensuring the preparation of the schemes of work as the most common instructional supervision practice in their schools. This was followed by 59 (93.7%) of the respondents who cited that monitoring class attendance by the teachers was the other instructional supervision that was frequent in their schools. This finding concurs with that of Gachoya (2008) in Nyeri who established that 70% of instructional supervisors are keen on advising teachers on proper preparation of professional documents as well monitoring of class attendance. On the contrary, the finding does not concur with that of Abdinoor (2013) in Isiolo County who found that there is inability of head teachers to aid the teachers in the preparation of professional documents particularly the schemes of work. The difference in the locale of the studies could perhaps to be the reason for the different findings.

Sixty two (98.4%) of the respondents noted that checking the preparation and use of lesson plans was often a supervisory practice by the head teachers. Similarly, 60 (95.2%) of the respondents cited that the head teachers often organized for the provision of support curricular materials to the teachers. The finding that the instructional supervisors provide support curricular materials to the teachers was also established by Dipaola & Hoy (2013) who noted that provision of support curricular materials to the teachers ensures instructional competence and facilitates the teachers’ professional and academic growth.

The study also found that there are rarely practiced instructional supervision practices among the head teachers in public day secondary schools in Kirinyaga Central Sub-County. Fifty six (88.6%) of the respondents cited that the head teachers do not do classroom visitation as the lesson progresses whereas 52 (82.5%)
of the respondents cited that the instructional supervisors do not hold model teaching sessions in their schools. The finding that the instructional supervisors do not do classroom observation as the lesson progresses was also established by Nyamwamu (2010) who related this to the many responsibilities that head teachers have in managing the school at the expense of class visitation and observation. However, on the contrary, Jared (2011) noted that head some informal classroom visits in Kampala, Uganda.

Other rarely done supervisory practice cited by 59 (93.6%) of the respondents was that there were no organized programmes which were meant to cater for individual teacher differences. In addition, 56 (88.9%) of the respondents cited that the head teachers rarely check pupils’ homework assignments and exercise books. Although Kabui (2013) found that internal assessment of pupils’ notebooks by head teachers is a factor that is associated with students’ academic performance, failure to carry out this practice could be attributed to low transition of students from public day secondary schools to institutions of higher learning. Furthermore, the lack of organization of programmes to cater for individual teacher differences in the public day secondary schools in Kirinyaga Central Sub-County is in contrast from the practice in Sri-Lanka and Italy where staff development programmes are emphasized in order to ensure teacher professional growth and improved student teaching.

4.3.1 Follow-up Action on Instructional Supervision Observation

The researcher sought to know the actions that the instructional supervisors tend to do after making instructional supervision observations. This was necessary because the follow up actions are the only way that could see transitions in the instructions
by the teachers if they are provided with feedback. The findings are presented in Table 4.4.

Table 4.4: Instructional Supervision Follow-up Action

<table>
<thead>
<tr>
<th>Action</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives to the concerned teacher a written report of observations</td>
<td>6</td>
<td>9.5</td>
</tr>
<tr>
<td>Holds a discussion with the concerned teacher on improvement strategies</td>
<td>53</td>
<td>84.1</td>
</tr>
<tr>
<td>Keeps the findings to him/herself</td>
<td>4</td>
<td>6.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>63</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.4 shows that 53 (84.1%) of the instructional supervisors hold a discussion with the concerned teachers on improvement strategies whereas 6 (9.5%) gives the concerned teacher a written report of observations. The reports on the improvement strategies could likely be positive ones as opposed to being negative in nature. Positive comments by the supervisor in the course of supervisory process have a measurable bearing in the improvement of performance of the teacher in the teaching-learning process (Usman, 2015).

Negative reports on the other hand have an adverse impact on the teacher’s output. The teacher may develop apathy and unwanted attitude towards their supervisor and this would translate to poor output. In addition, negative remarks about the teachers could mean that their performance in instructional supervision would be greatly affected particularly when they are with the supervisor. Even though 6 (9.5%) of the respondents give a written report to the concerned teachers, Duflo, Dupas & Kremer (2011) noted that the report should be conclusive and not ambiguous. The statements in the report ought not to convey not more than one meaning. A written report can
however be complemented with a discussion because this has a direct impact on student learning outcome.

It was also noted that 4 (6.3%) of the instructional supervisors keep the findings to themselves. This means that these instructional supervisors who kept the findings to themselves did not help the teachers grow professionally and neither are they helped to improve their instructions to the advantage of the learners. Furthermore, keeping the findings to themselves defeats the whole purpose of instructional supervision. The feedback from instructional supervision could help the teacher improve the areas of weakness for his/her benefit as well as the learner. Eventually, both the teachers and the learners lose in this state of not sharing the information. The net effect is that the educational performance would be marred due to poor teaching-learning practices. It would, however, be worth finding out the reasons why the instructional supervisors keep the observations and findings to themselves.

The finding that majority (84.1%) of the instructional supervisors hold a discussion with the concerned strategies on improvement is what has been advocated by Heyneman (2009) as improving the quality of teacher instruction. Holding a discussion with the concerned teachers means that their weak areas that could require improvement can be pointed out. Once the areas of weakness have been identified, proper corrective strategies could be proposed and applied to ensure that the teacher turns the weakness into strengths. Such discussions according to Glickman (2010) should assume the collaborative approach of instructional supervision unless the affected teacher is a novice who would then require directional approach to instructional supervision. A discussion is most likely bound to build the confidence among the teachers on their teaching-learning delivery and
output. Furthermore, the performance of the teachers on instructional performance when they are with the supervisor is likely to improve. It would be arguable that supervision practices that do not have a follow-up action could be a source of unreliable educational system.

4.4 Effectiveness of Instructional Supervision Practices

The second objective of the study was to find out the effectiveness of the instructional supervision practices employed by the instructional supervisors. This was considered important it would help point out the areas that require improvement in as far as instructional supervision practices employed by the head teachers are concerned. The respondents were therefore asked to indicate through a Likert scale, the extent to which they agreed with the effectiveness of instructional supervision practices. The findings were determined through the use of mean. A mean of 2.5 and above would mean that the respondents agree whereas a mean of less than 2.5 would mean that they do not agree with the effectiveness of the instructional supervision practice. The findings are presented in Table 4.5.
Table 4.5: Respondents’ Opinion on Effectiveness of Instructional Supervision Practices

<table>
<thead>
<tr>
<th>Practice</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom visitation as the lesson progresses</td>
<td>63</td>
<td>1.00</td>
<td>5.00</td>
<td>3.6032</td>
<td>1.40895</td>
</tr>
<tr>
<td>Holding model teaching sessions</td>
<td>63</td>
<td>3.00</td>
<td>5.00</td>
<td>4.2222</td>
<td>.88799</td>
</tr>
<tr>
<td>Provision of school based in-service courses</td>
<td>63</td>
<td>1.00</td>
<td>5.00</td>
<td>3.3016</td>
<td>.99409</td>
</tr>
<tr>
<td>Ensuring timely preparation of schemes of work</td>
<td>63</td>
<td>1.00</td>
<td>4.00</td>
<td>2.2381</td>
<td>.66513</td>
</tr>
<tr>
<td>Checking pupils' homework assignments and exercise books</td>
<td>63</td>
<td>2.00</td>
<td>5.00</td>
<td>3.0476</td>
<td>.37796</td>
</tr>
<tr>
<td>Organizing for the provision of support curricular materials</td>
<td>63</td>
<td>1.00</td>
<td>5.00</td>
<td>3.0635</td>
<td>1.36634</td>
</tr>
<tr>
<td>Organizing programmes which cater for individual differences</td>
<td>63</td>
<td>2.00</td>
<td>5.00</td>
<td>4.2381</td>
<td>.64042</td>
</tr>
<tr>
<td>Holding an after classroom observation meeting with the teacher</td>
<td>63</td>
<td>3.00</td>
<td>5.00</td>
<td>3.4921</td>
<td>.64441</td>
</tr>
<tr>
<td>Checking and ensuring the preparation of the schemes of work</td>
<td>63</td>
<td>1.00</td>
<td>4.00</td>
<td>1.7302</td>
<td>1.20759</td>
</tr>
<tr>
<td>Checking the preparation and use of lesson plans</td>
<td>63</td>
<td>2.00</td>
<td>5.00</td>
<td>3.4921</td>
<td>1.11981</td>
</tr>
<tr>
<td>Checking the records of work books and whether they rhyme with the schemes of work</td>
<td>63</td>
<td>2.00</td>
<td>5.00</td>
<td>2.5714</td>
<td>1.10299</td>
</tr>
</tbody>
</table>

Table 4.5 shows that respondents agreed with holding model sessions that had a mean of 4.2 was an effective instructional supervision practice. Kenyan educational system is one that is considered as outcomes-based curriculum. Through model
teaching sessions, there could be achieved a coherence alignment between teaching strategies, assessment and intended learning outcomes. These model teaching sessions according to McMahon & Thakore (2006) offer a prime opportunity for teachers to duplicate what they could have acquired in order to better teaching-learning process. It would be logical to conclude that teachers who undergo model teaching sessions would exhibit improved instructional supervision performance when with their supervisors.

Similarly, organizing programmes which cater for individual differences that had a mean of 4.2 was also considered by the respondents an effective instructional supervision practice. All the teachers cannot have similar needs due to differences in the modes of teaching and delivery in the various subjects. The needs of one teacher could not be the same as the needs of another teacher. This could explain why the respondents were strongly of the view that organized programmes which catered for individual differences were necessary. The fact that the respondents indicated highly that they want organized programmes which cater for individual differences affirms the assertions by Fischer (2011) on the need to hold staff development programmes. Given that these organized programmes could cater for individual teacher weaknesses, it would be concluded that the teachers may improve their performance in as far as instructional supervision with their supervisors is concerned.

The respondents also agreed that classroom visitation as the lesson progress was an effective instructional supervision practice as noted by the mean of 3.6 alongside other practices like holding an after classroom observation meeting with the teacher and checking the preparation and use of lesson plans that both had a mean of 3.4. Although, classroom observation as the lesson progresses is being considered
effective, they are likely to change their behavior given the fact that they are aware of being monitored, a phenomenon that is referred to as Hawthorne effect. The supervisor therefore is likely to measure performance of a behavior that is concealed as opposed to evaluating that which is the true one. Although, classroom visitation is considered an effective approach, Nyamwam (2010) revealed that Kenyan schools are mirrored by challenges of classroom observation. However, there is agreement among researchers (Jared, 2011; Nyamwam, 2010) that sometimes the headteachers make informal classroom visits as the lesson progresses.

Other practices such as provision of school based in-service courses and organizing for the provision of support curricular materials had a mean of 3.3 and 3.1 respectively. Provision of in-service courses serves to equip the trainees with skills and knowledge to better teaching-learning process and to improve the outcome. In-service training courses should be as much interactive as possible and one that encourages the use of simulations to depict a real classroom situation. Provision of support curricular materials would definitely improve the performance of teaching-learning process for the benefit both teachers and learners. Inadequate support curricular materials to support teaching-learning process is a challenge that has characterized poor performance in Kenyan schools. Hence, this could explain why provision of support curricular materials could improve teachers’ performance in instructional supervision. Checking the preparation and use of lesson plans should be a collaborative approach as emphasized by Glickman (2010).

The study also found that there are practices that the respondents considered as not being effective as instructional supervision practices. For instance, the respondents did not agree with the practice of checking and ensuring preparation of schemes of
work had mean of 1.7 respectively. Whereas the respondents perceive these practices as not being effective, Kabui (2013) lobbied for instructional supervisors to monitor and ensure timely preparation of schemes of work by the teachers.

4.4.1 Training of Instructional Supervisors on Instructional Supervision

The researcher sought to find out whether the instructional supervisors ever have a training on instructional supervision. This was necessary because, the educational curriculum is dynamic and hence the need for training. The findings are presented in Figure 4.3.

![Pie chart showing attendance of training by instructional supervisors.](image)

**Figure 4.3: Attendance of Training by Instructional Supervisors**

Figure 4.3 shows that 48 (76.2%) of the instructional supervisors have had a training related to instructional supervision where 15 (23.8%) cited that they have had no training for instructional supervisors. The findings mean that majority (48) of the instructional supervisors had up to date knowledge on instructional supervision. The training should be regular given the changes in the educational curriculum as proposed by Kassahun (2014) who notes that changes are dynamic and not static and hence the need for refresher courses to the instructional supervisors. Attendance of
training guarantees that the supervisors always have the latest knowledge regarding instructional supervision.

The fact that at least three quarters of the respondents had attended some training in instructional supervision further implies that they have the knowledge on administration of which instructional supervision is part of. In-service trainings are meant to improve the quality of service delivery in the schools for the benefit of the learners. It could therefore be said that the training on instructional supervision attended by the supervisors would help in quality service delivery particularly as it pertains to instructional supervision.

4.4.2 Usefulness of Instructional Supervision Training

The researcher sought to establish from the respondents on the usefulness of the training that the respondents had undergone. This was necessary because establishing the usefulness of the training may also inform on possible areas of improvement in subsequent trainings. This was to be responded by only those who had indicated that the instructional supervisors had gone through some training on instructional supervision. The findings are presented in Figure 4.4.
Figure 4.4: Usefulness of Training on Instructional Supervision

Figure 4.4 shows that 16 (33.3%) of the respondents considered the training on instructional supervision to be fairly useful whereas 28 (58.3%) cited that it was useful. In addition, 4 (8.3%) cited that the training was very useful. A training can only be considered to be of impact when the participants are evaluated on its usefulness. Kassahun (2014) notes that there always ought to be some kind evaluation on training participants to determine how well they would have received the training and whether or not it was useful to them.

The fact that almost two-thirds affirmed that the training was useful or very useful means that the training boosted their confidence in carrying out instructional supervision practices ensuring they conduct themselves professionally. They therefore understood their responsibilities better and would execute their duties confidently and devoid of fear for not knowing.
4.5 **Influence of Instructional Supervision Practices on Students’ Outcome**

The third objective of the study was to establish the influence of instructional practices on students’ outcome in public day secondary schools in Kirinyaga Central Sub-County. This was necessary because the primary purpose of instructional supervision is to improve teacher instruction, support teacher professional growth and development and ultimately improve student outcome. The respondents were therefore asked to indicate how they perceived instructional supervision practices influenced teachers’ and ultimately the students’ performance in examinations. The findings were determined through mean on a scale of 1 to 5 with 1 being the lowest score and 5 being the highest score. A mean of 2.4 and below meant that there was no influence while a mean of 2.5 meant that the respondents were neutral whereas a mean of above 2.5 meant that there was influence. The findings are presented in Table 4.6.

**Table 4.6: Influence of Practices on Teacher Performance**

<table>
<thead>
<tr>
<th>Practice</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientating teachers to suitable teaching methods</td>
<td>63</td>
<td>3.00</td>
<td>5.00</td>
<td>4.0952</td>
<td>.61472</td>
</tr>
<tr>
<td>Meet and discuss the observed lesson with teachers</td>
<td>63</td>
<td>4.00</td>
<td>5.00</td>
<td>4.3968</td>
<td>.49317</td>
</tr>
<tr>
<td>Observing teachers in class they teach</td>
<td>63</td>
<td>1.00</td>
<td>5.00</td>
<td>1.9841</td>
<td>.70693</td>
</tr>
<tr>
<td>Organizing in-service courses for teachers</td>
<td>63</td>
<td>4.00</td>
<td>5.00</td>
<td>4.7937</td>
<td>.40793</td>
</tr>
<tr>
<td>Checking teachers record of work covered</td>
<td>63</td>
<td>3.00</td>
<td>5.00</td>
<td>4.0000</td>
<td>.82305</td>
</tr>
<tr>
<td>Giving appropriate instructional guidance to teachers</td>
<td>63</td>
<td>3.00</td>
<td>5.00</td>
<td>4.0476</td>
<td>.63318</td>
</tr>
<tr>
<td>Providing teaching/learning materials</td>
<td>63</td>
<td>4.00</td>
<td>5.00</td>
<td>4.8095</td>
<td>.39583</td>
</tr>
<tr>
<td>Checking pupils' progress records</td>
<td>63</td>
<td>3.00</td>
<td>5.00</td>
<td>3.9683</td>
<td>.78223</td>
</tr>
</tbody>
</table>
Table 4.6 shows that with a mean of 4.81 and 4.79 out of 5, the respondents cited provision of teaching/learning materials and organizing for in-service courses for teachers respectively would have a positive impact on performance of the teachers. In addition, the respondents cited that meeting and discussing observed lessons with teachers as well as orientating teachers to new and suitable teaching methods that had means of 4.40 and 4.10 respectively were all perceived to have a positive influence on the performance of teachers. The findings imply instructional practices must have an outcome on student performance for it to be meaningful through the instructions by the teachers. These findings concur with those of other researchers such as Dangara (2015) who established a positive correlation between practices like availability of teaching/learning materials and in-service training on student as well as teacher performance. Furthermore, this findings corroborate that of Tesfaw & Hofman (2014) who established a significant relationship between instructional supervision and teacher professional development. In-service training and providing guidance to the teachers contributes to their professional development which translates to better performance by the students.

With a mean of 4.0 the respondents also cited that checking teachers records of work covered has influence on the student performance. This was a finding shared with Tyagi (2010). Checking the teachers’ records of work covered establishes the quantity of work covered by the teachers within a certain period and whether the curriculum content could be finished by the available period. This essentially means that the teachers who are able to finish the coursework with the available could have their students adequately prepared for the examinations.
According to the respondents, observing teachers as they teach has got no influence on their performance which in essence means that it will have no influence on the students’ academic performance. Perhaps this could be explained by the fact that people tend to alter their behavior if they are aware of the fact that they are being observed, a phenomenon that was referred to as the Hawthorne effect (McCambridge, Witton, & Elbourne, 2014). Ordinarily, people do not like being observed while discharging their duties and this definitely would have a negative effect on their performance.

4.6 Challenges Encountered in Instructional Supervision

The final objective of the study was to find out the challenges encountered by head teachers in instructional supervision. This was necessary so as to help make recommendations that would better enhance instructional supervision in public day secondary schools in Kirinyaga Central Sub-County. The findings are presented in Table 4.7.

Table 4.7: Challenges Faced by Head Teachers in Instructional Supervision

<table>
<thead>
<tr>
<th>Challenges in supervision</th>
<th>Responses</th>
<th>Percent of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate teaching personnel as the head teachers attend classes instead of doing supervision</td>
<td>27</td>
<td>17.1% 42.9%</td>
</tr>
<tr>
<td>Negative attitude among teachers on instructional supervision</td>
<td>63</td>
<td>39.9% 100%</td>
</tr>
<tr>
<td>Wanting leadership style of the head teacher</td>
<td>52</td>
<td>32.9% 82.5%</td>
</tr>
<tr>
<td>Reluctance of the head teacher in delegating instructional supervisory duties</td>
<td>16</td>
<td>10.1% 25.4%</td>
</tr>
</tbody>
</table>
Table 4.7 shows that 27 (17.1%) of the respondents were of the view that inadequate teaching personnel was a challenge since the head teachers have to attend to classes instead of doing supervision. This was also a challenge that was established by Ndung’u (2015) who noted that staffing level inadequacy in Kirinyaga South Sub-County. This finding means that as opposed to say doing classroom observations, they will be fixed attending to students by teaching since their schools are inadequately staffed.

All the 63 (39.9%) respondents cited that negative attitude among teachers on instructional supervision was a challenge to instructional supervision. This finding echoes those of Adikinyi (2007) and Gachoya (2008) who revealed that teachers have a negative attitude towards instructional supervision. The finding means that the teachers are more ambivalent about supervision. In such a case, the teachers are likely not to take any guidance resulting from instructional seriously. On the contrary, this finding conflicts that of Muriithi (2012) who observed that majority of teachers in the then Imenti South District had a positive attitude towards instructional supervision. Perhaps there could have been other factors that may have brought a difference in these findings.

The study also established 52 (32.9%) of the respondents cited that the leadership style of the head teachers was wanting. The finding implies that the leadership styles of the head teachers are not accommodating. In addition, 16 (10.1%) of the respondents cited that the head teachers were reluctant to delegate supervision duties to their deputies or senior teachers. This was also established by Ndung’u (2015). This situation negates the essence of according the responsibility of instructional
supervision to head teachers. Some of the responsibilities and duties could be delegated.

4.6.1 Suggestions on Improvement of Instructional Supervision Practices

The researcher sought to get the views of the respondents on how instructional supervision practices could be improved in their schools. Their suggestions were to form part of the recommendations in the study. The study noted that some respondents suggested that the head teachers should be relieved of their classroom duties and concentrate on managerial duties. Relieving them of classroom duties would mean that they may have more time to conduct instructional supervision. Six respondents cited that there should be refresher courses for the instructional supervisors on instructional supervision in order to ensure they are up to date on matters of instructional supervision. It was also suggested by the respondents that the head teachers should adopt a leadership style that is more accommodative and most likely one that is participatory in nature. Essentially, the head teachers are likely to face resistance from the teachers should they assume a leadership style that the teachers deem not to be fit for them.

One of the respondents also suggested that the instructional supervisors should discuss with the teachers on the suitable instructional supervision practices that they prefer. This means that the teachers want consultations on issues of instructional supervision practices. There must be honest discussions between the supervisors and the teachers. In addition, 7 respondents cited that there should be adequate teaching personnel employed. This means that with sufficient teachers, the head teachers will be able to do instructional supervision as opposed to being in classrooms undertaking lessons.
Furthermore, 3 respondents cited that the teachers have to be educated so as to appreciate the need and importance of instructional supervision. This was necessary given the fact that majority of the teachers have a negative attitude towards instructional supervision. It was also revealed that the head teachers should empower and delegate instructional supervision duties to the heads of departments. Delegating the duties will mean that in the absence of the head teacher, instructional supervision still will be a function that is carried out with the intention of ensuring improved teacher instruction and better learner outcome.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents a summary of the findings, conclusions and recommendations based on the conclusions of the study. The chapter also provides suggestions for further areas of research in light of the objectives of the study.

5.2 Summary of the Study
5.2.1 Instructional Supervision Practices Employed by Head Teachers
The study found that the widely practiced instructional supervision were checking and ensuring the preparation of the schemes of work as noted by 98.4% of the respondents and checking the preparation and use of lesson plans as cited by also by 98.4% of the respondents. The study also found that classroom visitation was rarely practiced as reported by 88.6% of the respondents. It was also revealed that majority (84.1%) of the respondents noted that the instructional supervisors hold a discussion with the concerned teachers on improvement strategies as a follow up action regarding instructional supervision.

5.2.2 Effectiveness of Instructional Supervision Practices
The study sought to find out the effectiveness of instructional supervision practices. It was revealed by way of mean that the most effective practices were holding model teaching sessions and organizing programs which catered for individuals as they had both a mean of 4.2. The least effective practices were monitoring teachers’ class attendance and checking and ensuring preparation of schemes of work that both had a mean of 1.8 and 1.7 respectively. It was also found that at least three quarters of
the instructional supervisors had attended training on instructional supervision. This training was considered by the majority (58.3%) of the respondents as useful whereas a third of them considered it as being fairly useful.

5.2.3 Influence of Instructional Supervision Practices on Performance

The practices that had an influence on performance by way of mean were providing teaching/learning materials with a mean of 4.81 followed by provision of in-service courses for the teachers with a mean of 4.79. In addition, meeting and discussing the observed lesson with the teachers also had an influence on performance with a mean of 4.40. The practice that had the least influence on performance was observing teachers in class as they teach given the mean of 1.98 that was posted.

5.2.4 Challenges Encountered in Instructional Supervision

The major challenge that was encountered by the instructional supervisors included negative attitude among the teachers on instructional supervision as cited by 39.9% of the respondents. Other major challenges included leadership styles of the head teachers that were considered as not being appropriate and inadequate teaching personnel which render the head teachers attending to classes as opposed to undertaking instructional supervision as was cited by 32.9% and 17.1% of the respondents respectively.

5.3 Conclusions of the Study

The conclusions are based on the findings of the study. First the study concludes that despite there being numerous instructional supervision practices, the instructional supervisors are overly relying on selected practices which include checking and ensuring the preparation of schemes of work and checking and ensuring the use of
lesson plans. Secondly, based on the findings of mean regarding the effectiveness of the instructional supervision practices employed, it was logical to conclude in whereas one practice could be effective in one area, the same practice could be ineffective in another area. Holding teaching model sessions and organizing for programs which catered for individual teacher differences were considered as the most effective.

Thirdly, the findings of the mean on influence of instructional supervision on performance led to the conclusion that there exists a relationship between individual instructional supervision practice and performance. Lastly, given the challenges that are encountered by head teachers in instructional supervision, it would be logical to conclude that there is a single challenge that runs across all the public day secondary schools in Kirinyaga Central Sub-County. This is the negative attitude of teachers towards instructional supervision.

5.4 Recommendations of the Study

The following are recommendations made based on the findings and conclusions.

1. The Ministry of Education and Teachers Service Commission should jointly come up with a programme to educate and train the teachers on the need and importance of instructional supervision. The teachers’ attitude on instructional supervision could perhaps change.

2. The Teachers Service Commission should hire adequate teachers so as to relieve the head teachers of classroom duties and have them engage in supervisory duties.
3. The Teachers Service Commission should organize for an in-service course on leadership approaches meant for instructional supervisors so that they know the best leadership approach to apply under which circumstances.

5.5 Suggestions for Further Research

Based on the findings of the study the following are suggestions for further research.

i. A comparative study of instructional supervision practices between public day secondary schools and public boarding secondary schools.

ii. A study of perception of teachers towards instructional supervision in secondary schools.

iii. A study on the possible explanations that make instructional supervisors keep findings of instructional supervision to themselves.

iv. A study on the reasons for teachers’ preference for particular instructional supervision practices.
REFERENCES


APPENDICE

Appendix I: Letter of Introduction

Dear Respondent,

My name is Cecily Wanjiku, a Master of Education student at Kenyatta University. I am carrying out a study titled “Instructional Supervision Practices of Head Teachers in Public Day Secondary Schools on Students’ Outcome in Kirinyaga Central Sub-County, Kirinyaga County”. It is in this regard that I intend to collect data from your school as part of fulfilling the course requirements. I therefore request your assistance in filling the attached questionnaire for the study’s completion. The data collected will be used solely for this study. The study findings will be significant to various parties who stand to benefit from it. Your identity will be kept confidential. I will be reachable the entire period of data collection and should you need any assistance or clarification you can reach me on 0722447676.

I hope I will receive the necessary co-operation from you. Thank you.

Yours sincerely,

CW
Cecily Wanjiku.
Appendix II: Questionnaire for Head Teachers, Deputy Head Teachers and Senior Teachers

Instructions

a) Tick where appropriate in the space provided.

b) For any further additional information, specify in the space provided.

Section A: General Information

1. What is your position in this school?
   - Head teacher [      ]
   - Deputy Head teacher [      ]
   - Senior teacher [      ]

2. For how long have you worked in this school as an academic staff?
   - Less than 1 year [      ]
   - Between 1-5 years [      ]
   - Between 6-10 years [      ]
   - Above 10 years [      ]

3. What is your cumulative experience in the teaching service?
   - Between 1-5 years [      ]
   - Between 6-10 years [      ]
   - Between 11-15 years [      ]
   - Between 16-20 years [      ]
   - Above 20 years [      ]
4. What is your highest professional qualification in the teaching service?

Diploma [   ]
Bachelor Degree [   ]
Master Degree [   ]
PhD [   ]
Other (Specify) ...........................................................................................................

Section B: Instructional Supervision Practices

5. Indicate the frequency with which the head teacher does the following practices

1-Always 2-Very often 3-Often 4-Rarely 5-Never

<table>
<thead>
<tr>
<th>Practice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom visitation as the lesson progresses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holding model teaching sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of school based in-service courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring class attendance by teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensuring timely preparation of schemes of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checking pupils’ homework assignments and exercise books</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Organizing for the provision of support curricular materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing programmes which cater for individual differences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holding an after classroom observation meeting with the teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checking and ensuring the preparation of the schemes of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checking the preparation and use of lesson plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checking the records of work books and whether they rhyme with the schemes of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. What follow up action does the instructional supervisor take after making his/her observations?

- Gives to the concerned teacher a written report of observations [ ]
- Holds a discussion with the concerned teacher on improvement strategies [ ]
- Keeps the findings of observations to him/herself [ ]
- None of the above [ ]

Section C: Effectiveness of Instructional Supervision Practices

7. Indicate to what extent you agree or disagree with the effectiveness of the following instructional supervision practices carried out by the head teacher.

1-Strong Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

<table>
<thead>
<tr>
<th>Statements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom visitation as the lesson progresses</td>
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<td>Holding model teaching sessions</td>
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<tr>
<td>Provision of school based in-service courses</td>
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<tr>
<td>Monitoring class attendance by teachers</td>
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<tr>
<td>Ensuring timely preparation of schemes of work</td>
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<tr>
<td>Checking pupils’ homework assignments and exercise books</td>
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<tr>
<td>Organizing for the provision of support curricular materials</td>
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<tr>
<td>Organizing programmes which cater for individual differences</td>
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<tr>
<td>Holding an after classroom observation meeting with the teacher</td>
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<tr>
<td>Checking and ensuring the preparation of the schemes of work</td>
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<tr>
<td>Checking the preparation and use of lesson plans</td>
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<tr>
<td>Checking the records of work books and whether they rhyme with the schemes of work</td>
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</tbody>
</table>
8. Are there any training opportunities provided to the head teacher or other teacher assigned supervision duties that are meant to ensure effectiveness of instructional supervision practices?

Yes [ ]

No [ ]

9. If your answer to the above question is Yes, how would you consider the usefulness of such training?

Not Useful [ ]

Fairly Useful [ ]

Useful [ ]

Very Useful [ ]

Section D: Influence of Instructional Supervision Practices on Students’ Outcome

10. In your own opinion, how would you agree that instructional supervision practices has influence on the students’ performance in examinations? Rate on a scale of 1-5 where,

1-Strong Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

........................................................................................................................................

........................................................................................................................................
11. Indicate how the following practices influence the performance of teachers.

1-Strongly Disagree, 2-Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree

<table>
<thead>
<tr>
<th>Practice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientating teachers to suitable teaching methods</td>
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<td>Meet and discuss the observed lesson with teachers</td>
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<td>Observing teachers in class as they teach</td>
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<td>Organizing in service courses for teachers</td>
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<tr>
<td>Checking teachers records of work covered</td>
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<tr>
<td>Giving appropriate instructional Guidance to teachers</td>
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<tr>
<td>Providing teaching /leaning materials</td>
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<td>Checking pupils’ progress records</td>
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</table>

Section E: Challenges Encountered in Instructional Supervision

12. Among the following, which challenges in your opinion, do you think are encountered by head teachers in the performance of instructional supervision?

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Tick</th>
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</thead>
<tbody>
<tr>
<td>Head teacher’s heavy workload</td>
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<tr>
<td>Inadequate teaching personnel as the head teachers attend classes instead of doing supervision</td>
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<tr>
<td>Negative attitude among teachers on instructional supervision</td>
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<tr>
<td>Inadequate experience and little professional qualification of the head teacher</td>
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<tr>
<td>The leadership style of the head teacher</td>
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<tr>
<td>Inadequate training of the head teacher on instructional supervision support</td>
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<tr>
<td>Reluctance of the head teacher in delegating instructional supervisory duties</td>
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<tr>
<td>Other (Specify)</td>
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</tbody>
</table>
13. What suggestions would you make to improve the instructional supervision practices in your school?
Appendix III: NACOSTI Authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref No. NACOSTI/P/17/55054/20558
Date: 8th December, 2017

Mwendia Cecily Wanjiku
Kenyatta University
P.O Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Instructional supervision practices of head teachers in public day secondary schools on students’ outcome in Kirinyaga County, Kenya” I am pleased to inform you that you have been authorized to undertake research in Kirinyaga County for the period ending 7th December, 2018.

You are advised to report to the County Commissioner and the County Director of Education, Kirinyaga County before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

Godfrey P. Kalerwa
MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kirinyaga County.

The County Director of Education
Kirinyaga County.
Appendix IV: Research Permit

THIS IS TO CERTIFY THAT:
MS. MWENDIA CECILY WANJIJKU
of KENYATTA UNIVERSITY, 43944-100
NAIROBI, has been permitted to conduct
research in Kirinyaga County

on the topic: INSTRUCTIONAL
SUPERVISION PRACTICES OF HEAD
TEACHERS IN PUBLIC DAY SECONDARY
SCHOOLS ON STUDENTS’ OUTCOME IN
KIRINYAGA COUNTY, KENYA

for the period ending:
7th December, 2018

Permit No.: NACOST/P/17/55054/30558
Date of Issue: 8th December, 2017
Fee Received: Ksh 1000

Applicant’s
Signature

Dr. Kalaw
Director General
National Commission for Science,
Technology & Innovation
Appendix V: County Director of Education Authorization

MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

Telephone: 060-21835/0202641217
Email kirinyaga.cde1@gmail.com
When replying please quote
Ref. No. and date

REF.NO.MOE/CDE/KRG/GEN/09/85/188

26 January 2018

Mwendia Cecily Wanjiku
Kenyatta University
P O BOX 43844-01000
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on, “Instructional supervision practices of head teachers in public day secondary schools on students’ outcome in Kirinyaga County, Kenya.”

I am pleased to inform you that you have been authorized to undertake research in Kirinyaga County for a period ending 7th December, 2018.

MARGARET MWANGI
FOR: COUNTY DIRECTOR OF EDUCATION
KIRINYAGA

CC: COUNTY COMMISSIONER
KIRINYAGA

Vision: To have a globally competitive quality Education, Training and Research for Kenyans sustainable development.
Appendix VI: County Commissioner Authorization

THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION
OF NATIONAL GOVERNMENT

Telegram “COMMISSIONER” Kerugoya
Telephone. 21053 Kerugoya

COUNTY COMMISSIONER
KIRINYAGA COUNTY
P.O. BOX 1
KERUGOA

ADM 1/23 VOL II/1

24TH JANUARY 2017

Mwendia Cecily Wanjiku
Kenyatta University
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

You have been authorized to conduct research on “Instructional supervision practices of head teachers in public day secondary schools on students’ outcome in Kirinyaga County” for a period ending 7th December 2018.

By a copy of this letter the Deputy County Commissioners, Kirinyaga County and County Director of Education are requested to accord you the necessary assistance.

LINET B. OBWOGE
FOR: COUNTY COMMISSIONER
KIRINYAGA COUNTY

C.C.

All Deputy County Commissioners
Kirinyaga County

County Director of Education
Kirinyaga County